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ABSTRACT

One of a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, this learning module deals with organizing an occupational advisory committee. It consists of an introduction and three learning experiences. Covered in the first learning experience are organizing an occupational advisory committee, types of committees and councils, committee functions, steps in organizing a committee, committee statements of purpose and statements of organizational procedures, notification of appointments, and news media releases. The second learning experience calls for students to assess several case situations involving typical vocational and technical program settings and to determine how to organize or reorganize an occupational advisory committee. In order to complete the final learning experience, students must organize an occupational advisory committee in an actual teaching situation. Each learning experience contains an enabling objective, an overview, one or more learning activities, one or more sample documents, and a feedback instrument (either a self-check or a teacher performance assessment form). (MN)

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ED224946

MODULE A-4

Organize an Occupational Advisory Committee

Second Edition

Module A-4 of Category A—
Program Planning, Development, and Evaluation
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to George W. Smith Jr. , Art Director at AAVIM, for supervision of the module production process.

Robert E. Taylor
Executive Director
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Vocational Education

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD • COLUMBUS, OHIO 43210

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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Athens, GA 30602

The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

INTRODUCTION

During the early days of education in the United States, local school systems were small. Nearly all members of a community were involved in the operation of their schools, and education was the concern of everyone.

Today, there are vastly increased and extended local educational offerings when compared to the past. Educational systems offer many diverse programs to serve the needs of a wide variety of different groups. Education is still the concern of everyone, but only a limited number of people are now able to become **directly involved** with the operation of the local educational institutions. Communication gaps often develop between parents, employers, employees, and the educators.

An advisory committee provides the vocational-technical instructor with one of the best means available for preventing the development of information gaps and, where gaps have already developed, an excellent method of reducing or eliminating them. This is true whether the teacher is working at the secondary or postsecondary level.

An advisory committee involves citizens in the operation of their school—an involvement that can result in meaningful two-way communication between educators and concerned parents, employers, and workers. The students, the teacher, the school, and the community all stand to benefit from the activities of properly organized and operated advisory committees. The importance and value of an advisory committee is perhaps best reflected in statements such as "I don't know how I ever got along without one" and "I didn't know they could be so helpful" that are often made by teachers after their first experience with such a committee.

This module focuses upon the type of advisory committee most closely associated with the vocational teacher and the problems and concerns experienced at the classroom level. These advisory groups are usually referred to as occupational, craft, or trade committees or councils. The term *occupational advisory committee* is used in this module.

As a vocational-technical instructor, you may need to assess the procedures that were followed in organizing an existing committee and then to reorganize the committee, if necessary. Or, you may need to form a committee where none presently exists. In either case, this module is designed to give you the information and skills you will need to ensure the creation of a properly organized occupational advisory committee.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual teaching situation, organize an occupational advisory committee. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 35–36 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures for organizing an occupational advisory committee (*Learning Experience I*).
2. Given several case situations involving typical vocational-technical program settings, assess each situation and indicate the steps that should be taken in organizing or reorganizing an occupational advisory committee (*Learning Experience II*).

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Cochran, Leslie H.; Phelps, L. Allen; and Cochran, Linda Letwin. *Advisory Committees in Action: An Educational/Occupational/Community Partnership.* Boston, MA: Allyn & Bacon, 1980.

Reference: Riendeau, Albert J. *Advisory Committees for Occupational Education: A Guide to Organization and Operation.* New York, NY: McGraw-Hill Book Company, 1977.

A vocational instructor, administrator, and/or advisory committee member knowledgeable about procedures followed in organizing an occupational advisory committee with whom you can consult.

Learning Experience II

Required

Peers to work with you in discussing and assessing case situations (required only if you select this alternate activity).

Learning Experience III

Required

An actual teaching situation in which you can organize an occupational advisory committee.

A resource person to assess your competency in organizing an occupational advisory committee.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents.

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

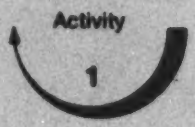
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

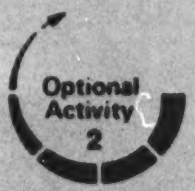
Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the procedures for organizing an occupational advisory committee.



You will be reading the information sheet, Organizing an Occupational Advisory Committee, pp. 6–22.



You may wish to read one or both of the following supplementary references: Cochran et al., *Advisory Committees in Action: An Educational/Occupational/Community Partnership;* and/or Riendeau, *Advisory Committees for Occupational Education: A Guide to Organization and Operation.*

You may wish to interview a vocational instructor, administrator, and/or advisory committee member to determine the procedures followed in organizing an occupational advisory committee.

You will be demonstrating knowledge of the procedures for organizing an occupational advisory committee by completing the Self-Check, pp. 23–24.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 25.

Activity 1

The occupational advisory committee is an invaluable tool for maintaining a high-quality, up-to-date, relevant occupational program. For information on the various types of advisory committees and on the rationale for, benefits and functions of, and steps in organizing an occupational advisory committee, read the following information sheet.

ORGANIZING AN OCCUPATIONAL ADVISORY COMMITTEE

An occupational advisory committee provides the public with an added assurance that community interests in education are being protected. The advisory committee serves as an organized base for two-way communication between the teacher and representatives from the community. This continuing forum allows the teacher and advisory committee members to discuss their mutual interests and concerns regarding the instructional program. Thus, the community will be better able to ensure that the students in their secondary and postsecondary schools will be equal to the challenges and opportunities facing tomorrow's adults.

A school board or board of trustees, with its limited personnel, does not have the time to conduct continual and in-depth studies of all aspects of the school system or institution. An occupational advisory committee can assist the board by providing information regarding the instructional program. The advisory committee can help ensure that the limited community and school resources are used in the most effective and efficient manner possible. It can help guarantee that current business and industrial practices and procedures are taught rather than outdated ones.

The major efforts of a properly organized and operated occupational advisory committee generally are and should be focused upon benefiting the students. It should be evident, however, that the teacher, school, community, businesses, industries, agencies, and the advisory committee members themselves will also benefit from the strengthening of the instructional program.

The **students** will benefit from having adequate educational options available to them. Their educational programs will be more relevant and enriched because of the inputs from the advisory committee. Services to students can be expanded as the advisory committee assists with the community-based phase of the instructional program. And students can receive recognition from the advisory committee for outstanding learning performance.

The **teacher** will benefit from advice regarding new technology and its impact on the occupation. Advisory committee members often are able to provide assistance in obtaining equipment and instructional supplies. They can also serve as resource persons (subject matter experts), assist with field trips, help keep the public informed, and assist the teacher in numerous other ways.

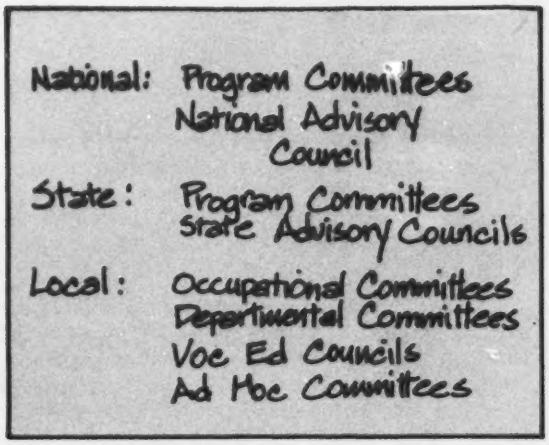
Benefits to the **school** and **community** result from the two-way communication between educators and citizens. The advisory committee serves as an important forum for discussing school-community concerns. Because of advisory committee activities, the community is more likely to recognize that the school is attempting to fulfill the educational needs of the community.

Businesses, industries, and **agencies** in the community are potential employers of the graduates of the instructional program. These groups benefit by being involved in the development of relevant curricula. Through their participation, they can ensure that program standards are realistic and in line with current practice on the job.

The benefits to the **advisory committee members** should not be overlooked. The leadership abilities of individual members may be developed through committee participation. Members provide a service to the youth and adults of the community through involvement in the operation of their schools. And, members can and should receive recognition from their fellow citizens for service provided to the community.

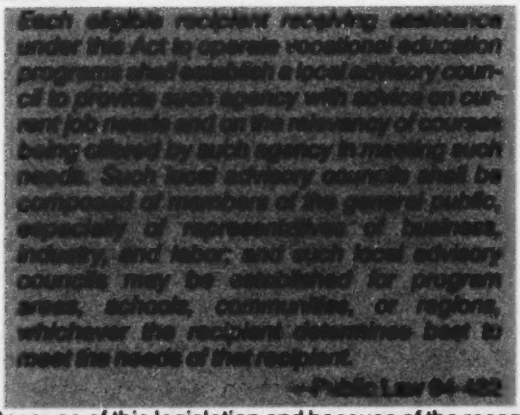
Types of Committees/Councils

Occupational advisory committees are only one of several types of advisory committees/councils. Under federal legislation (Education Amendments of 1976), vocational education advisory councils are required at the local, state, and national levels.



Local Level

The Vocational Education Amendments of 1976 state that—


Each eligible recipient receiving assistance under this Act to operate vocational education programs shall establish a local advisory council to provide such agency with advice on current job needs and on the relevancy of courses being offered by such agency in meeting such needs. Such local advisory councils shall be composed of members of the general public, especially of representatives of business, industry, and labor, and such local advisory councils may be established for program areas, schools, communities, or regions, whichever the recipient determines best to meet the needs of that recipient.

—Public Law 94-482

Because of this legislation and because of the recognized value of advisory committees/councils, secondary and postsecondary institutions have organized several types of local advisory committees/councils, as follows.

Occupational (craft, trade) committees. These committees advise the instructor at the classroom level on instructional matters for a specific occupation, craft, or trade (e.g., agricultural mechanics, child care, or electronics).

A school may elect to establish the occupational advisory committee as a working subcommittee of a larger departmental (or program) advisory committee. If so, the occupational advisory subcommittee functions at the discretion of the larger committee, under the rules and procedures of the larger committee. (It is recommended that any departmental committee be organized following the general suggestions outlined in this module.)

Departmental (program) committees. These committees advise the department chairperson regarding the coordination of the occupational offerings in a large department. They may serve more than one school in a secondary school system. In small school districts, they may serve the same functions as an occupational committee (e.g., agriculture, health, or distributive education).

Vocational education councils. Required at the secondary level by federal legislation, these councils are formed to advise the vocational director, the school principal, and/or superintendent on matters pertaining to the total vocational education program of the school system.

Ad hoc committees. These committees are organized to accomplish a specific purpose and are dissolved when the objective has been accomplished. Ad hoc committees may be sponsored by a school or two-year college, or they may be organized by citizens and have no official relationship with the school.

State Level

Occupational advisory committees/councils also operate at the state and national levels. Two councils (one at each level) are mandated by federal legislation, while other councils may be organized at the discretion of the states or professional education organizations. One or more of the following committees/councils will be found at the state level.

Program committees. These committees usually represent a related cluster of occupations. They advise the state department of education supervisory staff regarding the vocational program on a statewide basis.

State vocational education advisory councils. Federal vocational education legislation mandates that each state have one of these councils. Membership is specified by law to represent various sectors of society, and members are appointed by the governor of the state. This council advises the state board of vocational education and the state director of vocational education on policy matters concerning statewide programs.

National Level

Committees that may be found operating at the national level include the following.

Program committees. These committees are usually organized by a professional vocational education organization such as the American Vocational Association. They are concerned with the maintenance and extension of programs on a national basis and advise the profession through the professional organization.

National advisory council for vocational education. This council is mandated by federal vocational education legislation and is linked to the state advisory councils for vocational education. Membership is specified by law to represent specific segments of society, and members are appointed by the President of the United States. The national council advises the President, Congress, and the U.S. Department of Education regarding vocational education on a nationwide basis.

Functions

To enable an occupational advisory committee to function properly, the relationship of the committee to the board of education or the board of trustees must be clearly defined. Either board may identify a group of citizens from which it will solicit information and assistance. When this group of citizens is identified as an occupational advisory committee and is authorized and appointed by the board, it becomes a legal committee.

However, the committee's role is purely advisory—not administrative or policy making. The committee's function is to advise and assist the board on matters pertaining to the instructional program, not to direct the program. It must always be remembered that the board is the only legal and lawful agent responsible for policy decisions and administration of the school system or postsecondary institution.

The occupational advisory committee is usually a continuing committee, organized in such a manner that it will continue to operate when there is a change of teachers. Thus, the committee is truly a committee of the school system or institution and community rather than a teacher's committee.

The activities of most successful advisory committees are centered around the functions of occupational/community surveys, course content advisement, student placement, community public relations, equipment and facilities, program staffing, program review, and community resources. Each of these eight functions, as well as related activities with which advisory committees might aid you, is discussed under the appropriate heading below.

Community Surveys

A solid rationale for **why** a school should offer a particular program and **what** should be included in the program is essential for the successful establishment of the program. Advisory committees can play a major role in the planning and analysis of surveys that attempt to define program needs. The actual survey is usually conducted by vocational education personnel with the support of the advisory committee.

A major focus of a community survey is on questions relating to the job market, especially in determining the short- and long-term human resource needs in relevant labor markets. When discussing the community survey design, the advisory committee should first attempt to identify the major questions to be answered. These questions should aid in making decisions for establishing, updating, expanding, or discontinuing the program. Surveys are generally designed to obtain the following kinds of information:

- Number of people in a geographic area currently employed in a given occupation, number currently needed, and projected number for a set number of years (usually five years)
- Occupations in greatest demand
- Jobs within an occupation for which training is needed
- Interest of young people and adults in training for selected occupations
- Need for supplemental training for people already employed
- Number of graduates from school occupational programs who might be accepted for employment in a community
- New areas in which training should be developed
- Recommendations on the vocational programs to be expanded, discontinued, or established

When the advisory committee meets to review and discuss the data from the survey, several topics need to be thoroughly discussed. First, what general

trends are noticeable in the data? Second, do the data provide accurate and adequate information for making the necessary decisions? Third, how can the data be presented so they are readily and factually interpretable? The interpretation and summarization of survey results are important advisory committee activities.

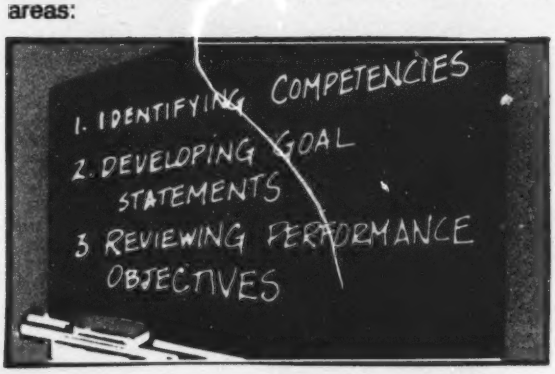
Although projected occupational demand is a major consideration for establishing new programs, it is not the only consideration. A community survey usually contains additional factors, such as student abilities, community financial resources, population trends, and attitudes of parents toward the proposed program, which may be considered essential. The community survey focuses on questions addressed to students, parents, and business people. Information from these sources complements human resource information and provides comprehensive information for all parties served by the educational program.

Course Content Advisement

Providing advice on course content is another of the eight recognized functions of occupational advisory committees. The primary concern of the advisory committee in this area is the establishment of practices that will keep instruction practical and relevant. All phases of training should be reviewed periodically in order to keep the program occupationally oriented and up to date.

The advisory committee can engage in identifying occupational competencies, developing goal statements for the program, and reviewing the performance objectives of the program. Each of these activities centers around ensuring the technical relevancy of instruction. The advisory committee can also offer advice concerning the relevance of course content to students. For example, does the course content provide the student with entry-level job skill? Does it provide an adequate basis for further education?

In giving advice concerning course content, the advisory committee may examine the following areas:



- Identification of the competencies to be included in the occupational program or the validation of competencies derived from occupational analysis procedures
- Occupational information included in the course
- Employability skills such as interviewing skills included in the course
- Emphasis given to human relations skills
- Provisions for disadvantaged or handicapped students
- Relationship of course content to other courses in the curriculum
- Level of skill development
- Inclusion of information on further education
- Emphasis given to developing respect for tools/equipment/facilities
- Evaluation of the students' experience in the course

The type of advice concerning course content provided by the committee or requested by the teacher should reflect the goals of the program. If the program goals are designed to provide for the total education of the student, the advisory committee can provide valuable input for developing a program to meet all the students' needs.

Student Placement

In a society where accountability in education has become increasingly important, student placement is frequently used as one measure of the success of the vocational program. There are a number of activities through which advisory committees can assist in placing students. These include the following:

- Organizing employer/student conferences
- Notifying teachers or the school placement office of job openings
- Reviewing student follow-up studies
- Coordinating placement services with the state employment service and vocational rehabilitation service
- Employing co-op students and graduates

Community Public Relations

The public relations function of an advisory committee involves its assistance in keeping lines of communication open between your program and the community. The committee can help develop community awareness, as well as stimulating the interest of other individuals in vocational education.

Some possible methods of effectively using the advisory committee in public relations include the following:

- Developing community awareness of the vocational facility and its equipment through an open house
- Having members of the advisory committee and vocational education personnel speak to civic and service clubs in the community
- Developing a format to promote vocational programs through the newspaper, radio, television, and other media
- Establishing an awards program for outstanding students
- Providing input at board meetings
- Planning participation in public funding activities
- Providing feedback to special populations in the local community such as the disadvantaged, handicapped, and minorities

Each of these is a critical activity that may have a significant impact on the way in which individuals in the community evaluate the quality of the vocational program.

Equipment and Facilities

A continuing problem in vocational education has been the obsolescence of equipment and facilities. Through the leadership and the team efforts of vocational personnel and advisory committee members, high-quality equipment and facilities can usually be secured.

One of the most important functions of an advisory committee is its recommendations regarding equipment and facilities needed to provide students with the optimum learning environment. The best possible solution needs to be found to fully use the community and school resources.

The advisory committee can be involved with this important function in the following ways:

- Reviewing present equipment and facilities
- Surveying equipment currently in use by industry
- Analyzing projected industrial trends in regard to equipment utilization
- Suggesting replacement of equipment
- Advising on bidding procedures
- Seeking equipment donations

Program Staffing

The administrative function of hiring qualified instructional staff can be supported in several areas by an effective advisory committee. Of course, all final decisions concerning recruitment policies, criteria for hiring, and the final selection of an individual still rest with the recognized administrative official.

The advisory committee can engage in the following types of program staffing activities:

- **Review teacher selection criteria**—Items such as the quality and quantity of experience, educational requirements, teaching certification, references, and the compliance of criteria with recruitment or hiring practices are appropriate.
- **Suggest recruitment policy**—Considerations might involve compliance with local contract, the availability of placement agencies, the services of placement agencies, and ethics relating to recruitment policies.
- **Recommend number and level of staff**—This would be an especially important function for an advisory committee working with a new program or new vocational school.
- **Review teaching applicants and recommend potential candidates**—The advisory committee should only be involved in this function to the degree requested by the administration.

Program Review

Program review is a critical function of an advisory committee. It is not the responsibility of an advisory committee to handle the complete evaluation of an educational program, but the committee's review can be a valuable aid in your program evaluations. Sometimes program review is the only function of an advisory committee. However, most people view it as an umbrella function, which takes in several other committee functions such as course content advisement and public relations.

Specific program review activities may include the following:

- Evaluating student performance
- Comparing program accomplishments with program objectives

- Making periodic reports to the administration or board
- Formulating recommendations for program improvement

Before the committee undertakes a program review, it should be told how the program review effort relates to other program evaluation efforts. Second, the committee needs to review all current and past documents relating to program evaluation, especially previously written local reports. Third, program goals must be exactly identified, if they are not already written down in an acceptable form. Fourth, a data-collection instrument that focuses on the specific questions being addressed may need to be developed. This may not be necessary if the data for answering the questions are already available in a report or can be obtained by interviewing selected people.

From this point, the committee may go through a series of subprocesses such as drafting a tentative report, reviewing the report, formulating a final report, and approving the final report. The writing of specific sections may be handled by a subcommittee of several members, with the rewrite and editing being handled by one person. The final draft is usually approved and signed by the advisory committee chairperson and members. The final step involves presenting it to the official policy- or decision-making body or person to whom it is addressed. The chairperson or members of the advisory committee should be available to present and discuss the content to the groups reviewing the paper.

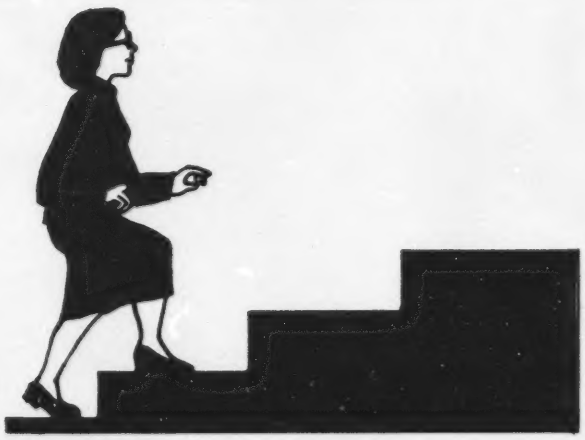
Community Resources

Most advisory committees attempt to identify community resources and to make them available in support of the vocational program. The advisory committee itself should be considered a community resource because of its assistance in providing course content advisement, reviewing the program, and so forth.

There are several functions advisory committees typically undertake in this area. Examples of these functions include the following activities:

- **Provide input for field trips**—Field trips for both students and educators can be arranged through advisory committee contacts. Open discussion of the purpose of field trips illustrates how students, teachers, and business all can benefit in some way.
- **Recommend potential co-op or work experience stations**—Depending on the purposes of the program, work experience may be arranged for a day, a week, or a semester. Many industries will sponsor work experience programs for teachers.
- **Identify personnel from business or industry**—The committee can identify persons who can provide in-school instruction and counseling on a variety of subjects and current practices. These activities have proven to be highly beneficial to students in group or individual sessions.
- **Assist in obtaining instructional materials**—The committee can help identify and obtain materials used in industry and company training programs. Often teachers are invited to industrial training programs or seminars through advisory committee meetings.

Steps in Organizing



Effective occupational advisory committees are a result of carefully planned and implemented organizational procedures. A series of basic steps for organizing an advisory committee has been identified through research. By following these steps, you are most likely to ensure that an effective advisory committee will be established. Although modifications of these steps may be necessary in a given community, the basic procedures are as follows.

Assess the Present Situation

Before attempting to organize an advisory committee, you first must identify the chain of command in the school system or institution. You don't want to make the mistake of bypassing a person in the administrative hierarchy. Also, the procedures to follow

when submitting a request to the board need to be determined and adhered to.

Talk with school administrators, other teachers, and members of the community to discover the history and status of advisory committees in the school system or institution. Determine the attitudes of administrators and board members toward advisory committees. If it appears that a favorable attitude exists, there should be little difficulty in organizing an occupational advisory committee.

If a negative attitude is identified, move forward slowly. Do not immediately ask permission to organize an advisory committee; the answer may be a firm no. It may be appropriate to start with an informal consulting committee—a group of citizens who meet with you to assess the instructional program and provide assistance in keeping it up to date.

If an occupational advisory committee already exists, find out how it was organized and what it has accomplished. By so doing, you may identify deficiencies in the procedures followed when the committee was originally organized. These deficiencies may need to be corrected to strengthen the committee.

If it appears that no occupational advisory committee exists, determine if a committee has ever been in existence. Sometimes advisory committees that were not organized properly just fade away. If it is determined that an inactive advisory committee does exist, steps may be taken to revive the committee, or it may be dissolved and a new committee organized.

Finally, determine what other educational advisory committees exist in the school, community, and state. These committees may be able to provide assistance with the organization of the new committee or the reorganization of a dormant committee.

Prepare to Organize the Committee

Be sure to **inform** the **administrator** (e.g., principal, president, director of occupational education, department chairperson, dean) that consideration is being given to the possibility of organizing an occupational advisory committee. Don't let the administrator be the last person to know what is happening; it could be very embarrassing and detrimental to your efforts.

Then, prepare (1) a **written** statement of the **rationale** (reason) for having the advisory committee in the school system or institution and (2) **written** statements describing the **purposes** of the proposed advisory committee and the **procedures** to be followed in organizing the committee. The statement of purposes may be written in the form of a **charter** and can be designed to serve as a proposed resolution whereby the board will authorize the establishment of the occupational advisory committee. An example of the kinds of statements to be developed is shown in sample 1, which is from an advisory committee handbook developed by a community college.

At this point, you and the administrators must decide whether it would be best to involve a small group of citizens and school officials. The purpose of involving this type of group is to discuss the ways in which an advisory committee may help improve the vocational program and relationships between the school and community. A strategy to be considered in forming an advisory committee should also be discussed. The meeting should result in the formation of a small group of people who have been given the task of developing a statement of purposes and a statement describing the procedures to be used in organizing the advisory committee.

Obtain Permission to Organize

The board is the administrative unit that should authorize the organization of an advisory committee. Before they take an action such as this, the members will want to know why an advisory committee should be established, the framework in which the committee will operate, and how the committee will be organized. The statements of rationale, purposes, and procedures should have been prepared in order to answer these questions.

You should submit a written request to the board asking for authorization to organize the occupational advisory committee. The request should be submitted through official administrative channels and be accompanied by the statements of rationale, purposes, and organizational procedures. You should indicate a willingness to appear before them to explain the request.

Usually, upon the recommendation of the administration, the board will approve a resolution that establishes the occupational advisory committee and the procedures for organizing the committee. Often, the resolution takes its form from the statement of purposes and becomes the charter under which the advisory committee will operate.

SAMPLE 1

OCCUPATIONAL EDUCATION ADVISORY COMMITTEE STRUCTURE

THE ROLE OF ADVISORY COMMITTEES AT SEMINOLE COMMUNITY COLLEGE SEMINOLE, FLORIDA

Programs of occupational education are an integral part of our community and must reflect a general understanding of overall community need for a broad range of diverse industry and business needs.

To address these needs, occupational education at Seminole Community College maintains a General Occupational Education Advisory Committee. The **general advisory committee** assists in the development and maintenance of the entire occupational education program. The committee's membership is diverse and drawn from across the occupational spectrum of interested and concerned business persons and residents.

The general advisory committee members are called upon to do the following:

1. Identify training needs of individuals and the community
2. Help assess labor market requirements
3. Contribute to the establishment and maintenance of realistic and practical occupational programs
4. Participate in developing community understanding and support for occupational education programs
5. Build the prestige of and respect for the entire occupational education program
6. Advise the director regarding long-range occupational education program planning

The general advisory committee makes overall program recommendations to the director of occupational education.

On the other hand, **program advisory committees** are concerned with the objectives, goals, strategies, implementation, and evaluation of a specific occupation such as automotive mechanics, ornamental horticulture, small business management.

Members are usually employees, employers, and managers of businesses that expect to employ graduates of the program.

These individuals delve more intensely into curriculum content and program competencies than does the general advisory committee. The program advisory committees make program content and evaluation recommendations to the division chairperson.

Functions of Advisory Committees

The duties of advisory committees extend beyond giving advice and making recommendations, but the members have neither policy nor administrative authority.

Formation of advisory committees is not intended to usurp the administrative authority. A well-defined set of guidelines will ensure that administrative and legislative boundaries are not crossed. However, guidelines should not be too definitive and final. It is more reasonable to develop some flexible guidelines; however, the fact that the guidelines themselves are not meant to be an inflexible blueprint should be underscored.

First, advisory committees should advise the identified administrator on the types of offerings required to satisfy the job demands of the various area businesses and industries. The educational requirement may be for preparatory, retraining, upgrading, cross-training, or advancement training of the college's service area residents. To effectively accomplish this task, much more input data are required than what can be drawn from the experience and background of the committee members. An occupational needs survey can supplement this knowledge.

Select information represented herein is paraphrased from "The Advisory Committee and Vocational Education," American Vocational Association.

To facilitate a survey, committee members can focus survey directions by helping to identify the type of data to be gathered. They also can help in gaining public support and can contribute to a climate that would result in favorable community reaction.

Second, advisory committees should be involved in the establishment of practices that will assure that instruction is practical and functional. In order to assure that programs are realistic, committees should assume an active part in reviewing and evaluating course content and competencies since members are chosen for their essential and specialized knowledge of the specified occupational area. The committee can help determine whether or not the program or programs are compatible with real-life situations.

The advisement concerning program realism will, of course, be noted by employers and prospective employers. When these employers realize that programs have been guided from their inception by viable occupational advisory committees, they will be more willing to accept the program graduates as prospective employees.

Third, advisory committees are invaluable as they support educators in the important area of legislation and appropriations.

Membership

Officially, committee membership should be made up of laypersons only; a representative, instructor, chairperson, or director should meet with the groups and act as a liaison between the college and committee.

Members of an advisory committee should be chosen by the college in consultation with the lay groups to be served. This joint effort is necessary because the members must have the confidence of both.

Final approval of advisory committee members rests with the board of trustees, and the invitation to prospective members should come from the president.

At least three essential points should be considered when qualifications of individual members are considered:

- Experience and enthusiasm
- Reputation within the community
- Availability of time

Organizational groups such as unions or trade groups may be asked to select an individual to represent their group. Minority and disadvantaged groups must be considered and included to ensure total community involvement and commitment.

The size of the committee is normally influenced by outside factors such as the size of the program, size of the community, diversity of job classifications, and so on. However, the general advisory committee serving the entire occupational educational area may function more effectively and expeditiously with 12–15 members. More specifically directed program committees normally have fewer members. Here again, the program need should dictate membership, not tradition.

Operation

It is not possible to formulate a common set of policies and procedures for the operation of advisory committees. However, some generalizations can be made about the different methods presently being used.

The various levels of committees will function best if the selection of a formal or informal organization is suggested by the community or program situation. A formal structure has certain advantages because its policies and procedures can clarify purposes and create an atmosphere of stability. The danger of formality is the tendency to establish rigid rules that could retard initiative, as well as make it difficult for the committee to function effectively.

The committee chairperson should be selected from the committee membership. This selection is a critical step because much of the committee's success will depend upon the committee chairperson.

The administrator and committee chairperson, along with the director, must establish a system for transmitting committee recommendations and committee meeting minutes to appropriate committees or administrators who are empowered to act upon the recommendations. The action taken upon the recommendations must be transmitted back to the committee chairperson for dissemination to the members. Reasons for rejecting or altering recommendations should be provided in all cases. This system helps to breed ideas and recommendations because they receive adequate attention and are responded to.

There is no generally accepted policy regarding the number of meetings to be held during a given period. Additionally, a committee may vary the number of meetings from a minimum required number. The generally accepted minimum is one meeting per school year. However, the frequency of the meetings may often vary due to the importance of issues being discussed, the short-range projects, or the long-range projects. Scheduled or unscheduled meetings may be called by the committee chairperson or administrator. However, remember that busy men and women should not be called together without justification. The administration or committee chairperson should prepare an agenda well in advance of any meeting, and the agenda and any materials to be reviewed by the members should be included with the meeting announcement.

Conclusions

The main point to be made about advisory committees is that they are unique in their ability to provide occupational information and labor market expertise to help occupational administrators, faculty, students, employers, and the programs fulfill their objectives.

An advisory committee doesn't automatically guarantee a successful program, nor will it follow that the committee will function without problems and conflict. However, the college and faculty, realistically prepared and aware of what such a lay group can contribute, will draw from the experience that which is necessary to build and maintain sound, high-quality occupational programs for our community.

More important, if the program function does not match its potential, the individual student is denied the maximum amount of help that could, and should, be available to him or her—help that comes only from the interaction of those who will educate and train and those who will hire him or her.

Seminole Community College is thankful for the assistance, advice, and help given by those members who have served and are presently serving on the various advisory committees.

Statement of Purposes (Charter)

The statement of purposes, or charter, establishes the legal framework within which an occupational advisory committee is authorized to work. This general statement should be relatively short. The details can be clarified in a statement of organizational procedures.

A well-prepared statement of purposes, presented in a professional manner, will often have a strong positive influence on the attitude of the administration and the members of the board. A favorable attitude toward the presentation may enhance the chances for having the statement of purposes approved and, thus, for obtaining permission to establish an occupational advisory committee.

The board will often appreciate having the statement of purposes written in such a manner that it could be used as a resolution. The statement should address itself to the anticipated concerns of the board members. They should know what action they are being asked to take and how this action may affect the board and the school or college.

The action being requested is to have the board officially authorize the establishment of a continuing occupational advisory committee. The board will want to know the proposed name of the advisory committee.

The board will want assurances that the advisory committee will not trespass upon its domain. The board will need to have an idea of what the advisory committee may do and how these functions may aid the board, the institution, and the community.

Once convinced of the merits of having an occupational advisory committee, the board will usually be willing to pledge its support. However, most boards also wish to reserve their right to terminate the advisory committee at any time.

The statement of purposes should answer, in broad terms, the questions and concerns of the board. Typically, an adequate statement of purposes will be approximately one page in length. An example of a statement of purposes (charter) for an occupational advisory committee in a secondary school system is shown in sample 2. With modification of the terminology, it would be equally applicable to the postsecondary level.

SAMPLE 2

STATEMENT OF PURPOSES (CHARTER)

The Board of Education of _____ on this _____ th day of _____ 19 _____ authorizes the establishment of a continuing committee to be known as The _____ Occupational Advisory Committee. The committee is to be organized and operated under procedures approved by this Board.

The Board of Education reserves the right to dissolve The _____ Occupational Advisory Committee at any time for any reason.

The _____ Occupational Advisory Committee is not to be regarded as a substitute for any other form of citizen participation in school affairs. It is intended to stimulate and supplement other types of citizen participation.

The purpose of The _____ Occupational Advisory Committee is to serve as an extension of the Board of Education by providing advice and assistance to the Board and _____ teacher.

The _____ Occupational Advisory Committee is expected to contribute to the improvement of _____ education provided by the school system by such functions as the following:

- Verifying the need for instruction in the occupation
- Verifying the instructional content
- Providing the teacher with technical assistance
- Providing service to the teacher and students
- Providing service to the school and community

By authorizing the establishment of The _____ Occupational Advisory Committee, The Board of Education pledges complete cooperation in the committee's work. The _____ Occupational Advisory Committee will be expected to operate within the guidelines set forth.

Statement of Organizational Procedures

Each step in the suggested procedures for organizing an occupational advisory committee is designed to prevent misunderstanding between the parties involved (i.e., board members and administrators, the teacher and administrators, advisory committee members and the teacher). The board and the administrators will usually want to know what procedures will be followed in organizing the advisory committee and under what rules the advisory committee will operate. The statement of organizational procedures can be thought of as a part of a constitution, or set of rules, governing the organization and operation of the advisory committee.

A clearly written statement describing the rules under which the advisory committee shall be organized can serve as a base of reference for years to come. The occupational advisory committee should be a continuing committee, functioning as long as the instructional program remains in operation. As school personnel change and as advisory committee members change, this statement will ensure continuity in the operation of the advisory committee.

The statement of organizational procedures should reflect the anticipated concerns of the board and the administrators. Most likely, the first concern will focus upon the question of membership on the proposed advisory committee. The statement should clearly define the rules under which members will be selected (e.g., through the appointment and use of a selection committee), the types of individuals who will be nominated for membership, and the procedure for appointing and replacing members.

In addition, questions may arise in regard to the financing of the committee, the way in which the committee will operate, the role of the committee in making public announcements, the responsibility of the advisory committee in making reports to the board, and the process whereby the statement of organizational procedures may be changed. Each of these concerns needs to be addressed. Sample 3 is an example of the format and content of a statement of organizational procedures for an advisory committee.

SAMPLE 3

STATEMENT OF ORGANIZATIONAL PROCEDURES

A. Membership

1. The _____ Occupational Advisory Committee shall consist of _____* members. Members of the advisory committee shall be selected from the adult population normally served by the _____ education program, and ex officio members will include a teacher in the _____ education program, a representative of the school administration, and a student.
2. The members of the committee will be recommended to the board by a selection committee. The board retains the right to disapprove individual nominations by the selection committee, but it will not appoint an individual who is not recommended by the selection committee.

B. Selection (Nominating) Committee

1. A selection committee shall be named by the board for the purpose of recommending members of the advisory committee to the board.
2. The members of the selection committee will be appointed for a three-year term. The board shall replace a member of the selection committee upon notification of the member's resignation from the committee.
3. The selection committee shall consist of _____ members who are lay citizens residing in the local district and represent the adult population served by the _____ education program. Ex officio members shall be appointed and will include a teacher in the _____ education program, a representative of the school administration, and a student in the _____ education program.
4. The potential members recommended by the selection committee shall possess the following characteristics:
   a. Representative of the community
   b. Knowledgeable of the _____ occupation (trade, craft)
   c. Interested in high-quality education
   d. Willing **not** to exploit their membership in the advisory committee
   e. Possessing certain personal characteristics essential to the success of the committee such as personal integrity, responsibility, maturity of thought and action, and tolerance of varying points of view
5. The selection committee will secure a list of nominees by contacting persons in all parts of the local district and asking for nominations. The members of the selection committee shall be eligible for nomination.
6. A group of persons shall be nominated who are representative of the school district. Factors to be considered in the selection of nominees shall include, but not be limited to the following:
   a. Representation of different age groups
   b. Geographical distribution in the local district
   c. Representation of varying levels of educational attainment
   d. Representation of varying civic and community organizations
   e. Representation of persons who have participated in the _____ education program or presently have children in the program
   f. Representation of minority groups and both sexes
7. No person is to be recommended for or barred from membership because of affiliation with any organization or institution. Neither will a person be recommended for or barred from membership solely on the basis of ethnic origin, race, religious affiliation, or sex.
8. The selection committee shall nominate the number of persons needed, plus two alternates, and will submit its nominations to the board. If the board members should choose to reject a nominee, they may choose a substitute from the alternates.

C. Term of Membership

1. The original members of the advisory committee will serve for at least two years. The terms of the original members will be determined by lot. One-third of the members will serve for one additional year; one-third will serve for two additional years; and one-third will serve for three additional years.
2. Persons appointed to complete an unexpired term of less than two years shall continue on the committee for an additional full three-year term.
3. A member will serve one term and is ineligible for reappointment until one year has elapsed following the expiration of that term.

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*The most successful advisory committees generally have from seven to nine members. With a smaller committee, so few members may be present at a meeting that the meeting will be ineffective. If the committee is too large, it becomes unwieldy, and it will be difficult to accomplish anything.

D. Fiscal Year

The fiscal year of the advisory committee shall be from September 1 of each year through August 31 of the following year.

E. Finances

1. The board shall provide for the proper and effective functioning of the advisory committee within the limits of the board's resources.
2. Meeting facilities, secretarial services for duplication of minutes of meetings and other official communications, mailing expenses, and other related services shall be considered essential for the proper functioning of the advisory committee.
3. A proposed annual budget request will be submitted by the advisory committee to the board for review and acceptance.
4. All financial activities associated with the functioning of the advisory committee shall be in accordance with the policies of the board and school.

F. Rules of Operation

1. The advisory committee will prepare a set of operating guidelines within one year of its organization. The guidelines will be submitted to the board for review and approval.
2. Problems may be submitted to the advisory committee by the board and by any citizen or group in the community, subject to the limitations in the original resolution of the board approving the formation of the advisory committee. The advisory committee shall determine which problems it shall study.

G. Public Announcements

1. Advisory committee members are free to discuss school policies with any citizen of the community. Members shall not report opinions expressed or stands taken by other committee members in meetings, nor shall they report official actions of the advisory committee or board until such actions are cleared by the board.
2. The advisory committee shall observe all aspects of appropriate right-to-know laws.

H. Loss of Membership

Any member of the advisory committee who is absent from three consecutive regularly scheduled meetings without good reason will be considered to have resigned from the advisory committee, and the advisory committee will notify the board in writing.

I. Reports to the Board

Each member of the board shall be mailed or otherwise provided a copy of the minutes of each meeting of the advisory committee.

J. These organizational guidelines may be amended by the board at any time it so desires. The board will inform the advisory committee in writing of any changes approved by the board. Notification will occur within thirty days of the board action.

Notification of Appointment

Before the selection committee submits its list of names to the board for approval, the proposed advisory committee members should be contacted to determine their willingness to serve. You or a member of the selection committee should talk to each nominee, briefly describing the purpose of the committee, its importance, and the contribution he/she can make. The individual, in turn, should be given an opportunity to ask any questions he or she may have about the committee and the specific responsibilities of its members. The tone of the conversation should be pleasant and persuasive, but not demanding. If the proposed member agrees to serve, he/she should be told that an official appointment is necessary and that a letter will be forthcoming.

You should then provide leadership to ensure that members of the advisory committee are properly notified of their appointment. The statement of procedures for organizing the advisory committee—approved by the board of education or board of trustees—should spell out the procedure to be followed in formally appointing members of the advisory committee.

After the board has officially appointed the members and ex officio members of the committee, an official letter of appointment should be sent to each individual, over the signature of a representative of the school (i.e., chairperson of the board, director or dean of occupational education, superintendent, principal, or president). You may wish to prepare a suggested letter of appointment and submit it to the school administration for approval.

The letter of appointment will influence each advisory committee member's attitude. The letter should be written in a professional manner and convey the message that the board views this committee as important to the maintenance and extension of high-quality programs of education. Each advisory committee member should be made to feel important and should be encouraged to actively participate in the committee functions.

The letter usually identifies how the term of office of the newly formed advisory committee will be determined. A paragraph describing the importance of the committee, including a plea for each member's active participation, may be included. A brief description of the steps to be followed in organizing the committee and how the members will be notified of the time, place, and date of the first meeting should also be included.

A sample letter of appointment for advisory committee members in a secondary school system is provided in sample 4. Again, with modification, this letter would be equally applicable to the postsecondary level.

News Media Release

The appointment of the members and ex officio members to the occupational advisory committee provides the basis for an important news release. The school administration may wish to inform the community about the purposes of the advisory committee and to give recognition to the newly appointed members. You can assume leadership for this public relations activity by drafting a news release and submitting it to the administration for approval and subsequent release to the news media. One caution: The advisory committee members should be notified of their appointment prior to releasing the news arti-

SAMPLE 4

LETTER OF APPOINTMENT

Dear _____:

The Board of Education of _____ School District is pleased to inform you of your appointment to the school's _____ Occupational Advisory Committee. We wish to thank you for your willingness to serve on this committee.

The ultimate objective of the _____ Occupational Advisory Committee is to maintain and improve the educational opportunities for all in the community who can benefit from the educational programs. Your active attendance and participation in the committee's work will be influential in helping to make our community a better place in which to work and live.

We, as board members who are contributing our efforts, find there is insufficient time to accomplish all the tasks that are necessary in our dynamic and progressive school system. Thus, we ask you to share your valuable time with us to offer advice and assistance as an advisory committee member to help ensure that high-quality occupational education is available to our community.

Shortly, you will be notified by _____ about the time, place, date, and agenda for the first meeting of the committee. This meeting will help you better understand the role and function of the committee and your potential contributions to the committee. You will have an opportunity to meet other members of the committee, school administration, and the instructional staff. At this first meeting, identification of the areas in which the committee may wish to begin work will be discussed.

Thank you again for your interest in your school.

Sincerely yours,

[*Signed by a representative of the board of education or school administration*]

cle. They should not first learn of their appointment through the news media.

It is essential that the news release be prepared in a professional manner. The release should contain the following information:

- Name of the president of the board or the administrator announcing the appointment
- Name of the school or administrative unit making the appointment
- Name of the occupational advisory committee
- Name of the members and ex officio members, with their titles or professional positions
- Brief description of the role of the advisory committee

Sample 5 is an example of a news release concerning an advisory committee in a secondary school system, which could be easily modified for use at the postsecondary level.

The news media may desire to have a representative attend one or more meetings of the advisory committee. You should check with the school administration to determine school policy regarding applicable right-to-know ("Sunshine") laws.

SAMPLE 5

NEWS RELEASE

_____ OCCUPATIONAL ADVISORY COMMITTEE FORMED

Mr. John Jones, president of the Sigma School Board of Education, announced the formation of the _____ Occupational Advisory Committee. Mr. Jones said, "The major objective of this advisory committee is to maintain and improve the _____ education program in our school district. We wish to ensure that high-quality educational opportunities will be available to all members in the community who can benefit from _____ education."

The members of the _____ Occupational Advisory Committee are as follows: [*List names, and titles if appropriate.*]

The advisory committee will provide the Board of Education with advice and assistance on matters pertaining to the _____ instructional program.

Committee members will work closely with the _____ teacher, Mr./Ms. _____, to help ensure that the course offerings are relevant to the needs of both the students and the community. Through the committee members, all citizens of the district will have an additional communications link with the school.

[*Information unique to the local situation may be included here.*]

For further information on organizing an occupational advisory committee, you may wish to read one or both of the following supplementary references: Cochran et al., *Advisory Committees in Action: An Educational/Occupational/Community Partnership;* and/or Riendeau, *Advisory Committees for Occupational Education: A Guide to Organization and Operation.*

You may wish to arrange through your resource person to interview a vocational instructor, administrator, and/or advisory committee member to discuss the organizing of an occupational advisory committee. At this meeting, you could do the following:

- Discuss the functions and benefits of an occupational advisory committee in your occupational specialty or service area.
- Examine and discuss written statements of rationale, purposes, and procedures for committees with which these people are or have been associated.
- Discuss the procedures followed in organizing the committees with which these people are or have been associated.

The following items check your comprehension of the material in the information sheet, Organizing an Occupational Advisory Committee, pp. 6–22. Each of the four questions requires a short essay-type response. Please respond fully, but briefly.

SELF-CHECK

1. You are interviewing for a job as a vocational teacher at Westerfield Vocational School. Ms. Sharp, the head administrator, asks you, "What are your reasons for wanting to organize an occupational advisory committee?" What is your answer?

2. Your interview was a success; you were hired by the Westerfield Board. Now, as a new vocational teacher, you have been given the blessings of the board and the school administration to organize an occupational advisory committee. You have been asked to discuss your plans for organizing the advisory committee with your department chairperson. How will you go about organizing the first advisory committee in your occupational specialty or service area?

3. Mr. Jim Fuller, your department chairperson, seriously questions the need for having a written statement of purposes (charter) for the occupational advisory committee. He also doubts that there is a need for a written statement of organizational procedures. What are the major points you would present to Mr. Fuller to convince him that both written statements are needed?

4. During a meeting of the state vocational association, a teacher from Lee Tech congratulated you for being able to convince your board to allow you to organize an occupational advisory committee. The teacher said that Lee's board did not want any teacher to have an advisory committee because the board members feel that teachers may use advisory committees as pressure groups to get what they want. What is wrong with this concept of an occupational advisory committee?

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. An occupational advisory committee is especially important to a new teacher. The advisory committee can provide you with technical assistance and service. During your first year on the job, the advisory committee can help you become acquainted with the community and key business leaders.

   The advisory committee will be able to assist you in reviewing the need for your occupational instructional program and in examining the content of the program to ensure that instruction is relevant and the standards of student performance are acceptable.

   Once the advisory committee becomes established and gains experience, it will be able to provide services to the school, community, and students. You may wish to give examples of the types of services that could be provided.

   The advisory committee will provide improved communications between the school and the community. The board will be able to make intelligent decisions to ensure that relevant and effective vocational instruction will continue to be offered, based upon information provided by the advisory committee.

2. Your answer should reflect the following steps to be followed in organizing the occupational advisory committee:
   - The present situation needs to be assessed. You will need to know the proper chain of command to follow when submitting requests or reports to the board. In this situation, you already have approval to organize an occupational advisory committee. But, you will need to determine what advisory committees now exist in the school or college and the relationships of these committees to the proposed occupational advisory committee.
   - Preparations need to be made to ensure that the advisory committee will be an official arm of the board. A written rationale (reasons) for having the advisory committee, a statement of purposes (charter), and a statement of organizational procedures will need to be developed.
   - Official permission to organize the occupational advisory committee needs to be obtained from the board. The statements prepared as part of the previous step should be formally transmitted to the board for consideration and approval.
   - Once the board authorizes the organization of the occupational advisory committee, members need to be nominated and appointed according to the procedures outlined in the statement of organizational procedures.
3. The statement of purposes (charter) and the statement of organizational procedures are needed to prevent misunderstandings between the board and the occupational advisory committee. The statement of purposes establishes the advisory committee as a legal arm of the board and defines the general framework within which the advisory committee will operate.

   The statement of organizational procedures outlines the set of rules governing the organization and operation of the advisory committee. These are the rules that assure the board that the advisory committee will operate in accordance with the policies of the board, in an advisory capacity to the board. They also help to ensure **continuity** in the operation of the advisory committee from year to year.
4. The teacher (and board) apparently do not understand that a properly organized occupational advisory committee is not a "teacher's" committee. Of course, the advisory committee will provide service and assistance to the teacher and often advise the teacher regarding the instructional program. But, the advisory committee is an arm of the board and is responsible to the board, not to the teacher.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Organizing an Occupational Advisory Committee, pp. 6–22, or check with your resource person if necessary.

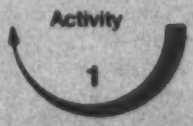
NOTES

Learning Experience II

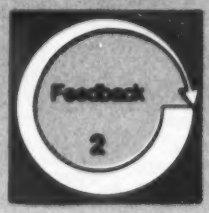
OVERVIEW

Given several case situations involving typical vocational-technical program settings, assess each situation and indicate the steps that should be taken in organizing or reorganizing an occupational advisory committee.

NOTE: The next two items involve assessing and planning in writing for three case situations. If you prefer, you may work with peers in discussing and planning for the case situations.



You will be reading the Case Situations, pp. 28-30, assessing each specific situation, and indicating the steps to be taken in organizing or reorganizing an advisory committee in each situation.



You will be evaluating your competency in determining the steps to be taken in organizing or reorganizing an advisory committee by comparing your completed responses with the Model Assessment, pp. 31–32.

NOTE: The following activities involve assessing and **planning in writing** for three case situations. If you prefer, you may work with peers in **discussing** and planning for the situations described.

The following case situations involve three different, but typical, situations, any one of which a teacher may face when organizing or reorganizing an occupational advisory committee. Each of the case situations is followed by some key questions relative to assessing and planning for that particular situation. Read each of the situations and then **respond in writing** to the questions that follow it.

CASE SITUATIONS

Case Situation 1:

Ridgewood Vocational-Technical Center is located in a medium-sized city and offers a comprehensive program of vocational training. There are no school-sponsored advisory committees operating at the present time. The last advisory committee was disbanded three years ago when a new director was hired. Prior to that time, several school-sponsored advisory committees had been established and were operating. The minutes of the board indicate that a number of confrontations involving the advisory committee and the board had occurred. However, the chairperson of the trade and industrial department encourages teachers to work closely with individual business persons in the community.

Marion Marshel has accepted a position in the trade and industrial department at Ridgewood and will be responsible for one of the programs in the department. Marion is not familiar with the community or the people in the community. The previous teacher has retired and now lives in another state. The upgrading of the occupational program has been identified by Marion as a priority for the first year. Marion intends to establish an occupational advisory committee to help evaluate the program and make recommendations for change.

If you were Marion, what general attitude would you expect the members of this board to possess regarding occupational advisory committees? What reaction would you expect Marion to receive from the director if, upon arrival at Ridgewood, a request to organize an occupational advisory committee was made? Based upon the response you anticipate Marion would receive from the director and the board, what steps should Marion take to establish an occupational advisory committee?

Case Situation 2:

Stern Community College is located in a large city and offers a wide selection of occupational programs. Several instructors have advisory committees that assist with curriculum review, acquisition of equipment, and placement of graduates. The minutes of the board of trustees do not indicate the presence of an official policy regarding the establishment of advisory committees. The minutes do indicate, however, that the board appreciates the contributions that citizens have made through the occupational advisory committees.

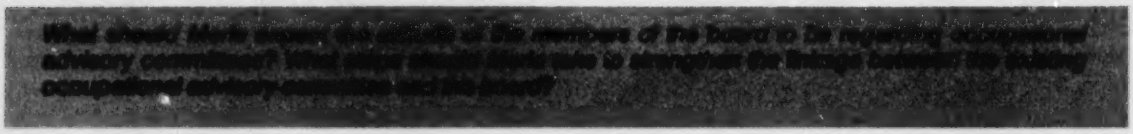
Lee Lesley has accepted a position as an instructor for one technical program at Stern Community College. The dean of occupational education has informed Lee that three years ago the former instructor had received permission to establish an advisory committee. However, Lee cannot find any records pertaining to the establishment or organization of the advisory committee.No records of who was appointed to the committee or of committee meetings can be found. Lee has talked with other instructors and with several citizens and has found that no one really remembers who was on the advisory committee. Lee has attempted to contact the former instructor but has had no response. Lee desires to have an operating occupational advisory committee.

What general actions would you expect the members of Lee's board to have regarding occupational advisory committees? Lee has to decide whether to reorganize an existing advisory committee or to dissolve the committee and start anew. Which decision would you recommend, and why? Based upon Lee's decision to either reorganize or dissolve the existing advisory committee, what steps do you think Lee should take to organize an advisory committee and to ensure its active continuation?

Case Situation 3:

Fairfield Tech is a small school located in a rural area. The school offers only two vocational programs and employs one teacher in each program. The board has appointed one occupational advisory committee, and the minutes of the board show that the committee has made several recommendations that were accepted and implemented in the school. The board minutes indicate a second occupational advisory group has been working with one of the teachers on an informal basis.

Merle Mansfield has been employed as the vocational teacher for one vocational area at Fairfield Tech. Merle has learned that an informal occupational advisory committee had been working with the previous teacher. There is a good record of the activities of this advisory group, and a list of members is on file in the teacher's office. While the records indicate that the committee has been active, the minutes of the group's meetings identify a concern that the board has not requested recommendations from the group. Merle Mansfield is eager to maintain the existing advisory group and to strengthen the linkage between the group and the board.



Compare your written responses to the case situations with the model assessment given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ASSESSMENT

Case Situation 1:

The attitude of the members of the board toward establishing an occupational advisory committee would likely be negative. The board has had some bad experiences when it comes to working with advisory committees.

The director of the center would also most likely say no to any request for permission to establish an occupational advisory committee. The record shows that no advisory committees have been established during the three years the director has been at Ridgewood.

Marion should not ask for permission to organize an occupational advisory committee at this time. If Marion asks and receives a no, or even a polite but qualified yes—maybe, it will be difficult, if not impossible, to establish an advisory committee at Ridgewood because of the past conflicts with the board.

If Marion wishes to organize an occupational advisory committee, the request should be postponed. All is not lost, however. Marion should consider ways in which the attitude of the members of the board and director may be changed, so there will be support for organizing an advisory committee in the future.

Perhaps after Marion becomes better known in the school and community and is able to explain to people the reasons for having an advisory committee, as well as how a committee would be organized and operated, the attitudinal barrier might be lowered. One thing Marion could do during the first year is talk, on an informal basis, with individual members of the board and school administration to determine why they are not in favor of having a school-sponsored citizen's advisory committee. Marion should be careful about coming on too strong at this time. The changing of attitudes may take several months—or even several years.

Since the department chairperson encourages teachers to work closely with representatives of business and industry on an individual basis, Marion should be able to obtain help from people during the first year on an informal basis. Marion may have to use this technique in lieu of a more formal advisory committee for quite some time.

Case Situation 2:

The members of the board of trustees would likely support the establishment and operation of an occupational advisory committee. There are advisory committees in operation, helping teachers maintain and improve their instructional programs. However, Lee should anticipate that the board members may lack an understanding of the suggested procedures for organizing and operating an advisory committee.

Lee probably should ask the college administration and board for permission to dissolve any existing advisory committee for the program. No members of an existing committee can be identified, and there is no indication that a committee did, in fact, ever meet.

Regardless of whether the decision was to reorganize or to dissolve an existing occupational advisory committee, Lee should follow the standard procedures for organizing and operating an advisory committee. If the decision was to reorganize an existing committee, Lee would likely use several citizens, who "remembered something" about the existing committee, as members of an informal ad hoc committee to discuss the need for an occupational advisory committee. A representative from the administration should be part of this ad hoc committee.

Lee should outline the need for developing a statement of purposes (charter) and a statement of organizational procedures for board of trustees' approval, to ensure that the advisory committee will become active and will function on a continuing basis. Lee should then assist the ad hoc committee in carrying out the approved steps for organizing and operating an advisory committee.

Should Lee decide to dissolve the existing committee, it would be appropriate to ask the board to note this action in the board minutes. Then, Lee should follow the standard procedures for organizing and operating an occupational advisory committee.

Case Situation 3:

The board and school administration can be expected to look favorably upon the establishment and operation of an occupational advisory committee. One formal school-sponsored advisory committee is

functioning at Fairfield Tech, and the minutes of the board indicate that there is some effective communication between the board and the committee.

Merle should take the necessary steps to have the occupational advisory group "chartered" as a school-sponsored committee by the board. A set of organizational procedures designed to ensure the continuation of the committee should be submitted to the board for approval. The existing advisory group should be involved in developing the charter and the organizational procedures. This formal linkage between the board and committee should result in improved communication.

Level of Performance: Your written responses to the case situations should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Organizing an Occupational Advisory Committee, pp. 6–22, or check with your resource person if necessary.

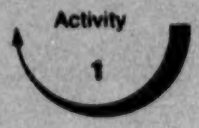
Learning Experience III

FINAL EXPERIENCE

While working in an actual teaching situation,* organize an occupational advisory committee.

As you fulfill your teaching duties, organize (or reorganize) an occupational advisory committee. This will include—

- assessing the school's past experiences with advisory committees
- determining whether an advisory committee already exists for your occupational area and, if one does exist, determining its status (e.g., is it operational?)
- developing a written plan outlining the organizational steps you plan to take to establish a committee or to revitalize (reorganize) an existing committee
- submitting this plan to your resource person for his/her review before you take any further steps
- obtaining permission from the appropriate school administrators (1) to organize an occupational advisory committee or (2) if a committee already exists, to determine and assess the procedures followed in organizing the committee and, if necessary, to reorganize the committee to correct any deficiencies
- organizing (or reorganizing) the occupational advisory committee



NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time.

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

*For a definition of "actual teaching situation," see the inside back cover.

Arrange to have your resource person review your documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 35–36.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in organizing an occupational advisory committee.

NOTE: Depending on the situation, your resource person will use the Teacher Performance Assessment Form, pp. 35–36, to assess your competency as follows:

- If you organized a committee, your resource person will check your procedures using all of the performance components listed on the assessment form.
- If you assessed the procedures followed in organizing an existing committee, you will need to provide your resource person with evidence that you checked these procedures against the performance components listed on the assessment form and identified any deficiencies. The Level of Performance columns would, in this case, refer to your performance in checking procedures and identifying deficiencies.
- If, based on your assessment of an existing committee, you reorganized the committee, your resource person will check the procedures you used in reorganizing the committee (and correcting any identified deficiencies) against the performance components listed on the assessment form.

TEACHER PERFORMANCE ASSESSMENT FORM

Organize an Occupational Advisory Committee (A–4)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box. **NOTE:** Before completing the form, check the box(es) beside the bold-faced stem(s) below that most closely describe the activities completed by the teacher.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
☐ **In organizing an occupational advisory committee, the teacher:**						
☐ **In assessing the procedures followed in organizing an existing committee, the teacher identified any deficiencies by determining whether the organizer had:**						
☐ **In reorganizing an existing committee, the teacher:**						
1. identified the chain of command in the school system or institution	☐	☐	☐	☐	☐	☐
2. determined the procedures to be followed when submitting a request to the board of education or trustees	☐	☐	☐	☐	☐	☐
3. talked with school administrators, teachers, and members of the community to discover the history and status of advisory committees in the school or institution	☐	☐	☐	☐	☐	☐
4. determined what other educational advisory committees exist in the school, community, and state	☐	☐	☐	☐	☐	☐
5. informed the administrator that organizing an advisory committee was being considered	☐	☐	☐	☐	☐	☐
6. prepared a written statement of the rationale for having the advisory committee	☐	☐	☐	☐	☐	☐
7. prepared or assisted in the preparation of a written statement of purposes (charter) that:						
a. is clear and concise	☐	☐	☐	☐	☐	☐
b. gives the name of the committee	☐	☐	☐	☐	☐	☐
c. includes assurances that the committee will not trespass on the board's domain	☐	☐	☐	☐	☐	☐
d. defines the purpose and function of the committee	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
8. prepared or assisted in the preparation of a statement of organizational procedure that:						
a. is clearly written	☐	☐	☐	☐	☐	☐
b. defines the rules under which members will be selected, the types of individuals who will be nominated, the size of the committee, and the procedure for appointing and replacing members	☐	☐	☐	☐	☐	☐
c. defines the fiscal year of the committee	☐	☐	☐	☐	☐	☐
d. indicates how the committee will be financed	☐	☐	☐	☐	☐	☐
e. defines how the rules of operation of the committee will be established	☐	☐	☐	☐	☐	☐
f. defines the role of the committee in making public announcements	☐	☐	☐	☐	☐	☐
g. defines the responsibility of the committee in making reports to the board	☐	☐	☐	☐	☐	☐
h. defines the process whereby the organizational procedures may be changed	☐	☐	☐	☐	☐	☐
9. obtained permission to organize the committee by:						
a. submitting, through proper channels, a written request to the board	☐	☐	☐	☐	☐	☐
b. attaching statements of rationale, purposes, and organizational procedures to the request	☐	☐	☐	☐	☐	☐
10. prepared a suggested letter of appointment and submitted it, through proper channels, to the school administration for approval	☐	☐	☐	☐	☐	☐
11. drafted a news release and submitted it, through proper channels, to the administration for approval	☐	☐	☐	☐	☐	☐
12. made certain that the committee members were officially notified of their appointment prior to releasing the news article	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience and have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do not have access to an actual teaching situation when you are taking the module, you can complete the module up to the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart
- C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

- G-1 Develop a School–Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up to Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal–Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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